

Special educational needs and disabilities policy

Adopted: December 2015, Revised: September 2020

SEND information report

Cromer Academy

Welcome to our Special Educational Needs and Disabilities (SEND) information Report, which is part of the Norfolk Local Offer for learners with SEND. All Governing bodies have a legal duty to publish information on their website about the implementation of their policy for students with SEND.

Cromer Academy has produced this information report to inform parents and students how we support learners with SEND. This report will be reviewed and updated annually.

If you wish to discuss your child's SEND, please contact your child's form tutor who will pass the information on to the relevant member of the SEND department.

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with SEND
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

2. Legislation and guidance

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND Coordinators (SENDCos) and the SEND information report

3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCo

SENDCO : Sarah Pardon and Claire Gregson-Rix

SRB Manager : Sharon Jones

She will:

- Work with the Senior Leadership Team (SLT) and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Work with the Principal and Governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have day-to-day responsibility for the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned

- Ensure the school keeps the records of all students with SEND up to date

4.2 The SEND Governor

The SEND Governor is Liz Heath

She will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the SLT and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Principal

The Principal is Darren Hollingsworth

He will:

- Work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of students with SEND

4.4 Subject teachers

Each subject teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any support staff or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SEND Lead Practitioner to review each student's progress and development and decide on any changes to provision
- Ensuring they follow our SEND policy

5. SEN information report

5.1 The kinds of SEND that are provided for

Cromer Academy currently provides additional and/or different provision for a range of needs, including, but not limited to:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry. We will seek information from parents, previous settings and information from other professionals.

Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

We offer an extended transition programme from Key Stage 2 into Key Stage 3 for our more vulnerable students.

In Key stages 3, 4 and 5 we will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual students.

We will also provide the following interventions as required:

Literacy, including spelling, sentence construction, comprehension skills and grammar

Numeracy including basic calculation methods

Social and Communication skills including formal and informal language and social skills.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum delivery to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Differentiating our teaching, for example, pre-teaching of key vocabulary, reading instructions aloud, etc.
- 15 Places allocated by the local authority to students with Autistic Spectrum Disorder in our Specialist Resource Base

5.8 Additional support for learning

Learning Support staff will support students in class

Learning Support staff will support students in small groups when providing intervention

We work with external agencies to provide professional advice and support for pupils with SEND.

5.9 Expertise and training of staff

Our SENDCo is experienced and is currently working with SEND Eastern Partnership and University of Hertfordshire to support with the training and development of other SENDCos across the South and East of England.

Her qualifications, relevant to the SENDCo role, are:

Bachelor of Science (Biomedical Science: Developmental Biology)
University of Aberdeen

Post Graduate Certificate in Education Open University

National SENCo Award Eastern Partnership

Advanced Awards for SEN Coordination Eastern Partnership

SENDCos as Leaders Eastern Partnership

Master's Degree in Educational Leadership University of Hertfordshire

5.10 Securing equipment and facilities

Once a recommendation is received from a professional regarding the needs of our students for specialist equipment, the order is placed and funding is made available from the SEND budget.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions every half term
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans (EHCPs)
- Student and parental feedback

5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on residential trips.

All students are encouraged to take part in sports day/school plays/special workshops, etc.

No student is ever excluded from taking part in these activities because of their SEND.

We encourage visits by parents to understand our large campus style site and to see our facilities.

Our accessibility plan can be found on our website.

5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students can seek support at break and lunch times from the Pastoral team
- Students with SEND are encouraged to participate fully and take roles of responsibility in the Academy.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We regularly work closely with the following external agencies to secure support for our students:

Educational Psychologist

Virtual School for Sensory Support

Just One Number (school nursing service)

Occupational Health Therapist

NHS professionals

CAMHS (Point 1, Starfish, Mary Chapman House etc)

Travelling Children's services

ADHD nursing support services

Norfolk Constabulary

Alternative providers

Careers Information, Care and Guidance representative

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy, if they wish to pursue a formal resolution.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Parents can access support through the Norfolk Local Offer or via The SEND Partnership:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

sendpartnership.iass@norfolk.gov.uk

5.17 Contact details for raising concerns

Please Claire Gregson-Rix in the first instance to raise any concerns. The school number is 01263 511433. Email: clairegregson-rix@inspirationtrust.org

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

6. Monitoring arrangements

This information report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This report links to our policies on:

- Special educational needs

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions